

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Herschel Grammar School
Number of pupils in school	1064 (Y7-11 759)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025/6
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Rockall
Pupil premium lead	Maria Chenzaie
Governor / Trustee lead	Wendy Barnett

Funding overview

Detail	Amount
PPG per pupil	£1,075
PCLA per pupil	£2,630
Service Premium per pupil	£350
Pupil premium funding allocation this academic year	£76,080
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,080

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or challenges will make good progress and achieve well across the curriculum, including those who are already attaining well.

High-quality teaching is at the heart of our approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The school retains its focus on providing engaging lessons and effective support for all learners. This priority will be seen in our investment of time and resource in CPD, and *implementation* of strategies covered Teaching and Learning workshops. Strategies will be evidence-based, using resources such as the newly [updated EEF Teaching and Learning Toolkit](#).

We continue to focus was on the six pedagogical principles of effective teaching: *challenge, explanation, modelling, deliberate practice, questioning and feedback*. We are aiming to apply these principles in an adaptive way, tailored to the unique needs of vulnerable learners. This year we are exploring self-reflection and coaching conversations.

Finally, students' exposure to opportunities that add to their cultural capital, including extracurricular activities, excursions and programmes to improve their personal and interpersonal skills has remained a priority. This involves the commitment of all Herschel teachers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils' access to extracurricular activities and diverse experiences that expand their cultural capital.
2	Personal and interpersonal skills that build and promote self-confidence and development.
3	Access to learning resources.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Strategies and success criteria
Disadvantaged pupils progressing in line with their peers.	Strong progress data (e.g., progress 8 comparable with peers) • Subject teachers monitor PP learners and ensure access to relevant resources • Data-driven interventions in place for disadvantaged pupils not progressing in line with their peers (e.g., Coaching Day audit, PP attendance)
Develop the richness of the cultural capital amongst PP learners	Monitor disadvantaged pupil extra-curricular involvement Information collected: Percentage of PP that go on to be a part of our senior prefect team Percentage of PP taking part in extracurricular activities, (in particular trips.) DofE Tutors and HoYs to promote trips etc to disadvantaged pupils in their year group/form, trip organisers informing HoYs and Tutors (Bulletin messages, emails etc) MCH to monitor student lists on trips and extracurricular activities
Increased confidence, self-efficacy and interpersonal skills	Focus on the benefits of coaching conversations via Coaching Day and <i>peer coaching programme implemented by BST</i> Continued focus on <i>Talk the Talk</i> programme Continued research into effective programmes that focus on these areas and can be catered to HGS pupils Continued promotion of clubs and activities that promote interpersonal skills and confidence such as: Social Club and Drama Club
Staff to be aware of and involved in the implementation of our PP strategy	PP strategy to be shared with staff Regular T&L sessions that focus on implementing and supporting high quality teaching List of PP learners circulated with staff and reminders of flagging any concerns with HOFs/HODs/HOYs – regular item on Agendas for faculty and year meetings. Monitoring report data and following up with teachers of PP students directly

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	- Low staff turnover – commitment to flexible working and staff well-being - Relevant and sustained CPD programme - Half-termly Teaching and Learning Sessions that are staff-centred, collaborative and evidence-based - Creative education subscription Improving the Impact of Teachers on Pupil Achievement in the UK EEF Individualised Instruction	2, 3
Creative education subscription	Provision of relevant online courses Creative Education Courses	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding learning resources for PP pupils	To facilitate independent study and engage parental support. - Subject-specific revision guides and tools (e.g., food ingredients, CGP Revision booklets, textbooks) - Expectation of ongoing in-class intervention by subject teachers EEF Metacognition and Self-Regulation EEF Parental Engagement	3
Small group tuition	Each session has at least one PP student present EEF One-on-One Tuition EEF Small Group Tuition	3
Focus on top-end Y13 pupils	Promoting additional support and resources for Year 13 pupils in the A-A* bracket	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting oracy and literacy	- Developing oracy through organized programmes (e.g., <i>Talk the Talk</i>) - Providing opportunities for students to build their self-esteem, self-confidence, and oracy (e.g., PSHCE Module <i>Speaking with Confidence</i>) - Accelerated Reader programme. EEF Accelerated Reader EEF Reading Comprehension Strategies	2
Subsidising non-curriculum trips	33% of extracurricular trips 50% of music lessons and clubs 100% core-curriculum trips and activities - Opening payment window 1-week in advance to allow for subsidy requests EEF Arts Participation	1,3
Well-Being Support	- Channels to support the mental well-being of PP learners (e.g., counsellor and youth mentors) - Rigorous monitoring and follow-up of attendance by HOYs and Senior Leadership EEF Social and Emotional Learning	2
Bespoke Support	- Student-specific needs such as transportation and clothing/uniform - Consistent communication with staff/HOYs/tutors about targeted, specific support - Exploring peer-on-peer tutoring for Year 11 students with APS 10 <6	3

Total budgeted cost: £76,080

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Number of pupils and pupil premium grant (PPG) received		
Total number of pupils on roll – Years 7-11	750	
Total number of pupils eligible for PPG		NUMBER
	Years 7-9	40
	Year 10	16
	Year 11	13
	TOTAL	69*
Amount of PPG received per pupil	£1,050	
Total amount of PPG received	£64,050	

*This number reflects total number of eligible pupils at the end of the academic year.

The number of pupils eligible for Pupil Premium remained at 8-9% the Year 7-11 cohort. Supporting these pupils has remained a key school priority. Support included a focus on the following key targets:

1. Disadvantaged pupils progressing in line with their peers

High quality teaching and learning for all remained a priority at Herschel. We continued to set ambitious targets and made interventions where necessary.

There was a focus on bespoke interventions to meet the unique needs of pupils including revision materials for Sciences, Maths, English, Design and Technology, Drama and MFL as well as uniform needs, electronics and access to technology at home. The GCSE and A-Level progress gap has decreased.

By keeping staff informed of the implementation of our PP strategy – HOYS and tutors and subject teachers were able to provide individualised support to our disadvantaged pupils.

2. To collect and act upon clear and meaningful data and develop strategies

Sharp focus on the data: Outcomes for Pupil Premium learners continued to be a key focus in all in-year data analysis, with staff and pastoral leaders making interventions as necessary. We also monitored extra-curricular activities through staff emails and information about organised trips.

Tutor support, included an annual individual audit of progress and barriers to learning at Coaching Day, facilitated by form tutors. This helped to identify disadvantaged pupils needing interventions or access to technology. Communication with form tutors and teaching staff remained a priority.

3. Develop the richness of the cultural capital amongst PP learners

This year we implemented the Yes Futures! *Rising Futures* programme, designed to build personal development skills focusing on self-awareness, confidence, resilience and communication. The programme used one-to-one coaching and two trips ('World of Work' and 'Into the Wild') to add measurable value to both the pupils and wider school community. The Impact Reports suggest that 94% of pupils improved in at least one talent area and that 83% of pupils enjoyed the programme and found it useful.

Financial support continued to be provided for all compulsory curriculum trips (100%) and extracurricular activities (33%) with all requests considered on a one-on-one basis by MBO AND MCH. Subsidies were provided for Taekwondo, Drama trips to plays, Geography trips. In each case, we asked whether there would be a meaningful social and cultural experience for the student and evaluated individual circumstances.

Enrichment/ Cultural Capital included funding of *Digital Theatre* + (which gave online access to over 1000 performances plus interviews/ educational resources).

All extra-curricular activity, both enrichment and curriculum trips, were monitored by MCH using data and student lists provided by staff. The results of this showed that 100% of pupil premiums students in Year 7-11 has participated in enrichment opportunities outside of the classroom, and 59% of Sixth form students. We noticed a decline in Year 13 which we attribute to UCAS and exam preparation.

Students were surveyed on Coaching Day in December 2024 to promote extra-curricular engagement.

KEY OUTCOMES

The statistical significance of external and internal data for PP learners is affected by the small sample size. However, PP learners across all year groups progressed strongly, and support was tailored to individual needs.

GCSE OUTCOMES 2025

ACADEMIC PROGRESS

Progress was strong for Herschel's PP cohort and their excellent outcomes allowed them to move successfully onto the next stage of their education.

In comparison with last year, disadvantaged learners have excelled greater than the rest of the cohort at GCSEs. Most of our Year 11 pupils continued their education at Herschel Grammar School (9/13), all have continued on to further education.

In Year 13, we found that while disadvantaged pupils performed in line with their peers, there was a larger attainment gap at the top end (A-A*).

Most of our Year 13 pupils are continuing on in higher education or apprenticeship (12/15).

ACADEMIC ATTAINMENT (10 Pupil Premium students) 2024-2025

Attainment 8 for disadvantaged pupils was in line with that for the cohort as a whole.

Attainment 8			
	All	PP	
Overall	7.6	7.6	
English	7.5	7.5	
Maths	7.9	8.0	
Science	7.9	8.0	
Humanities	7.2	7.0	
MFL	5.1	5.0	
Other*	7.2	7.2	
*Best 3			

Progress 8			
	All	PP	
Overall	1.06	1.16	
English	0.8	0.79	
Maths	1.34	1.58	
Science	1.35	1.58	
Ebac	1.29	1.46	
Humanities	0.75	0.6	
MFL	0.53	-0.24	
Other subjects	0.82	0.84	

A Level (inc. EPQ) Grades Summary				A-Level Destinations
	All	Disadvantaged	Female	12/15 students continued on with higher education. 3/15 have applied for next year or have chosen to take a gap year.
Grades A* %	13%	7%	12%	
Grades A*-A %	44%	32%	47%	
Grades A* - B %	75%	73%	76%	
Grades A* - C %	90%	92%	94%	
Grades A*- E %	99%	100%	99.7%	
Value Added	0.11	-0.12	0.03	
Average Points				
	All	Disadvantaged	Female	
Per Pupil (includes EPQ)	134	130	136	
Per Entry (includes EPQ)	41.68	40.04	42.25	

